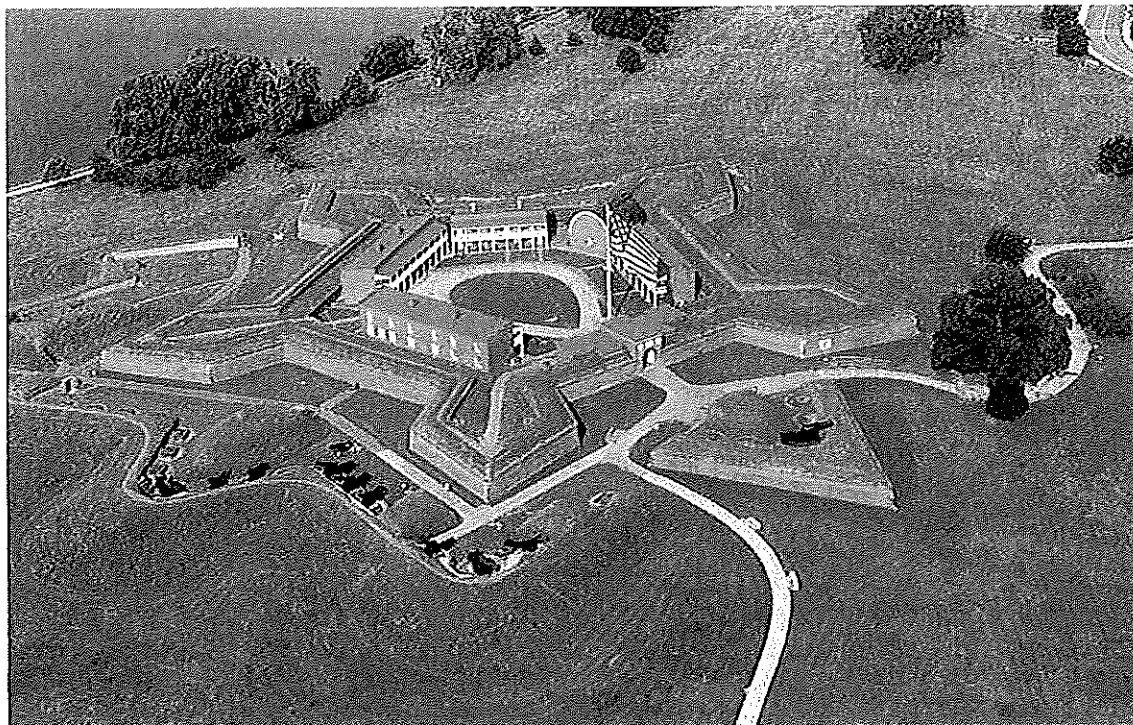


# Comprehensive Interpretive Plan

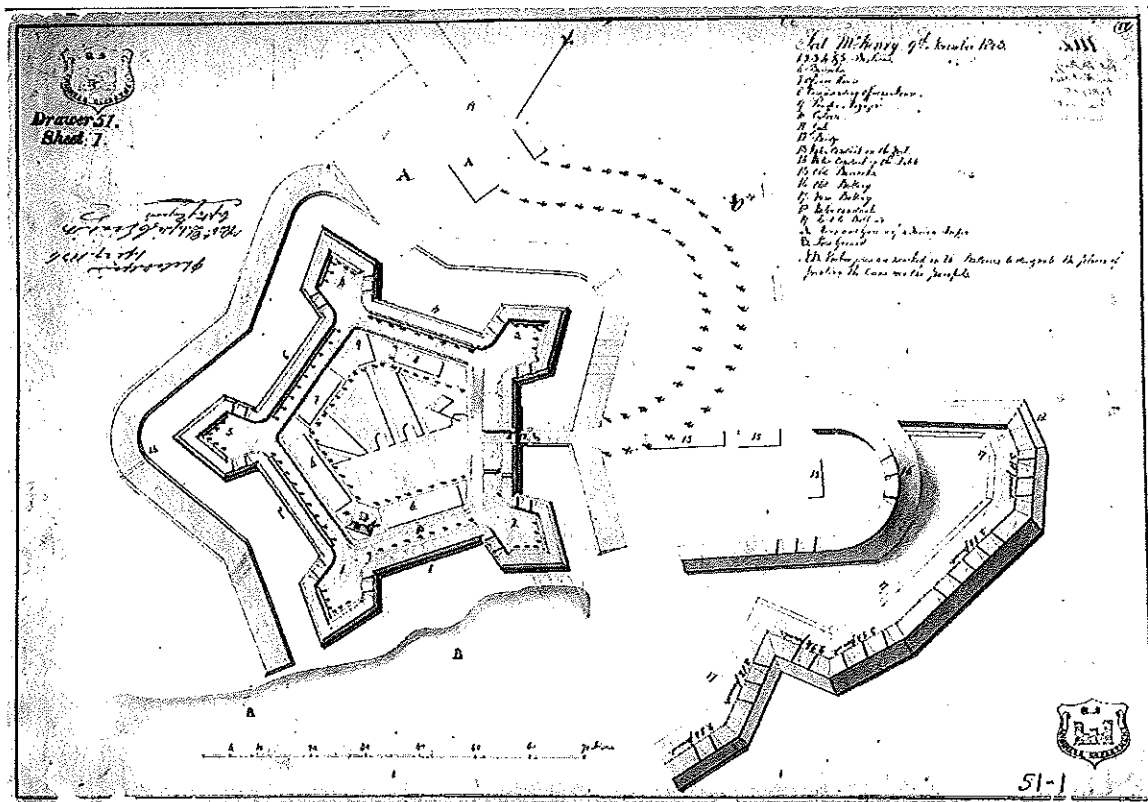


- Long Range Interpretive Plan
- Action Implementation Plan
- Interpretive Database

**Fort McHenry National Monument & Historic Shrine**

**November 2002**

# Long-Range Interpretive Plan



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# **Part 1**

## **Background**

# Introduction

## **Comprehensive Interpretive Planning in the National Park Service**

In 1995, the National Park Service adopted a unified planning approach for interpretation and education. This approach took proven elements of interpretive planning and combined them. At the same time, responsibility for interpretive planning shifted to the parks. The Comprehensive Interpretive Planning (CIP) process became the basic planning component for interpretation and was incorporated into park service guidelines (see Director's Order 6).

In the fall of 2000, the National Park Service prepared and distributed a short document titled "Comprehensive Interpretive Planning: Interpretation and Education Guideline," which has since been incorporated into Director's Order 6 (DO 6). The plan prepared for Fort McHenry National Monument & Historic Shrine follows that guideline, and the contents of this Introduction are drawn primarily from the guideline's narrative.

## **What is a Comprehensive Interpretive Plan?**

The CIP is a tool designed to help parks make choices and is written to provide guidance to park staff. It helps them decide what their objectives are, who their audiences are, and what mix of media and personal services to use. Although the CIP as defined in DO 6 is composed of specific elements, it should be clearly stated that any good planning is customized to meet the individual park's needs, conditions, and situations. The CIP is not a recipe; rather it is a guideline for efficient, effective, goal-driven planning. The product is not the plan, but an interpretive program that achieves management goals, provides appropriate services for visitors, and promotes visitor experiences. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future.

Responsibility for procuring interpretive planning rests with park superintendents, and each park should update the CIP as frequently as circumstances require. It can and should evolve to address new challenges and maintain relevance to park management efforts.

## **What is a Long Range Interpretive Plan?**

The heart of the CIP is the Long Range Interpretive Plan (LRIP). Almost everything else is tied to it. The LRIP defines the overall vision and long-term (5-10 years) interpretive goals of the park. The process that defines the LRIP encourages development of targeted, realistic strategies and actions that work toward achievement of the LRIP's goals.

A facilitator works with park staff, partners, and outside consultants to prepare a plan that is consistent with other current planning documents.

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies themes, audiences, and desired experiences. Within the context of Government Performance and Results Act (GPRA) requirements, it lists results-oriented strategic goals and poses management issues that interpretation might address.

Part 2 describes the mix of services and facilities that are necessary to achieve management objectives and interpretive mission. It identifies promising partnerships and includes an Action Plan that plots a course of action, assigning responsibilities and offering a schedule of activity.

When appropriate, Appendices provide more detailed discussions of specific topics.

### **The Annual Implementation Plan and Interpretive Database**

The completed LRIP is a critical part of the CIP, but it does not stand alone.

Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. Creating annual plans via this “stepping-down” of the LRIP simplifies much of a park’s annual planning process.

The third component of the CIP is the Interpretive Database (ID), a compilation of information, including interpretive media inventories, the park’s strategic plan, enabling legislation, visitor surveys, interpretive reports, and a bibliography.

# Park Purpose, Significance, and Mission

## Park Purpose

Park purpose is derived from the legislation that created the park in 1925. At that time Congress “provided for the restoration of Fort McHenry...and its permanent preservation as a national park and a perpetual shrine as the birthplace of the immortal ‘Star-Spangled Banner,’ written by Francis Scott Key.”

This original language includes each of the primary components of the park’s story (Fort McHenry, the flag, the national anthem and its author) suggesting an educational and interpretive framework for exploring why preservation of the fort is so important.

Use of the word shrine in the congressionally revised title of the park also implies a visceral connection between place and story and suggests an additional commemorative or contemplative purpose for the park.

Finally, as a premiere historic attraction located on the Chesapeake Bay, within the City of Baltimore, the park is a valuable partner with connections to many geographically and thematically related stories. Because Fort McHenry has long played a role in providing recreational space for city residents and visitors, it brings large numbers of casual audiences into contact with nationally significant stories.

## Park Significance

Many significant events are linked to Fort McHenry. Its resources could be used to illustrate many chapters in American history. The legislation that created the park again provides guidance in delineating primary from secondary significance.

### Primary Significance

The park’s primary significance emerges from a convergence of three elements—Fort McHenry, the national anthem, and the flag. Together and individually these elements, transformed by time into national symbols, help us to understand how the United States was created, defended, and preserved.

The defense of Fort McHenry during the War of 1812 is of national significance because it inspired Francis Scott Key to compose what would become the national anthem. Also, the symbol of resolve that inspired Key, the flag that flew above Fort McHenry during the British attack, has become a treasured national icon. Fort McHenry played a central role in the Chesapeake Campaign

during the War of 1812. That campaign had a significant impact on the outcome of the war and on post-war America. The importance of the military campaign as well as the significance of the War of 1812 is well summarized in the draft “Star Spangled Banner National Historic Trail Study” (see Appendix 1 for highlights from that study).

### Secondary Significance

Fort McHenry’s long history transcends a single battle, campaign, or war. It played an evolving role in many international conflicts.

The fort survives as an example of early 19th century American coastal fortifications, and its location reflects the importance of shipping and port cities to the American economy.

Physical changes to the fort illustrate not only shifting military strategies, technologies, and logistics, but also environmental attitudes. The urban and bayside location of the fort underscores the relationships between geography and history and led to management policies that are sensitive to the fort’s natural as well as its historic environment. As military needs changed, the configuration of the fort and its harborside setting evolved. During the Mexican War the Army used the fort to develop light field artillery. During the Spanish American War it functioned as a staging area, during World War I as a major military hospital that pioneered the treatment of the disabled, and during World War II as a Coast Guard training center.

Fort McHenry’s Civil War history is of particular interest largely because of the role the fort played in the struggle to keep Maryland in the Union. As a prison for Confederate sympathizers who were jailed when President Lincoln suspended the Writ of Habeas Corpus, the fort became a symbol (both positive and negative) of federal authority in Baltimore and became a part of U.S. constitutional history.

The history of life inside and around the fort is representative rather than unique. Tales of garrison life and the interactions between soldier and civilian humanize the fort’s story. They introduce personality and emotion and encourage audiences to relate to the people of the fort.

### **Interpretive Mission Statement**

The following interpretive mission statement, based on the park’s Strategic Plan, will guide interpretive planning over the next 5-10 years:

It is the mission of the National Park Service at Fort McHenry to preserve as a perpetual national monument and shrine the birthplace of “The Star Spangled Banner,” represented by the Star Fort, associated structures, material culture, archeology, and landscapes of Fort McHenry National Monument and Historic



Shrine and to provide for their use in ways that leave them protected for future generations. These cultural and natural resources were pivotal in the defense of Baltimore in the War of 1812, during which Francis Scott Key penned the poem which became our national anthem, and represent a continuum of military history at Fort McHenry.

# Interpretation in Planning Documents

Several existing planning documents include recommendations for the development of interpretive programming. It is useful to include summaries of those ideas for reference.

## Master Plan Amendment (1988)

In 1988, the National Park Service amended the 1968 Master Plan for the park. This 1988 amendment explained that the general management objective for the park was...

“to commemorate in a respectful manner the events of the Battle of Baltimore and the writing of the national anthem, the ‘Star-Spangled Banner,’” “to preserve, restore, and protect” the park’s historic structures and museum collections, and “to facilitate public enjoyment and understanding of the historic events and people connected with the site.”

The amendment also included three more specific objectives. The park’s managers would seek to...

Restore, preserve, and maintain Fort McHenry as a national monument and memorial to the Battle of Baltimore and the writing of the “Star-Spangled Banner,” including buildings and museum objects that relate to and would help interpret the “continuum of historic events.”

Provide visitors with an atmosphere and information that instills in them appreciation of the significance of Fort McHenry as a memorial to the events that occurred there. This requires providing an interpretive program accessible to all visitors, adequate and appropriate visitor facilities, a visitor and resource protection program, a visitor and employee safety program, and a concession gift shop selling interpretive literature, theme-related items, and souvenirs.

Manage the natural resources of the park in a manner that complements the purpose of the park. This requires developing an overall landscape plan that complements the park’s interpretation and achieves effective and efficient maintenance operations.

The plan acknowledged that these objectives would be accomplished “through cooperation with the federal, state, local, and private organizations that propose and carry out activities and projects which affect Fort McHenry.”

The primary interpretive recommendations included in the 1988 amendment were...

Construction of a new visitor center approximately twice the size of the existing visitor center. The new building would include offices, space for visitor services, sales, exhibits, and an auditorium where the existing film would continue to be shown.

Landscaping enhancements that would remove trees and commemorative markers that “detract from the monument’s significant features and block views of the fort.”

More recent planning has continued to search for appropriate solutions to the need for a new visitor center and has refined space needs for a new building (see Issues).

### **Government Performance and Results Act**

The Government Performance and Results Act (GPRA), enacted in 1993, requires federal agencies to establish standards for measuring performance and effectiveness. The law requires federal agencies to develop strategic plans describing their overall goals and objectives, annual performance plans containing quantifiable measures of their progress, and performance reports describing their success in meeting those standards and measures.

The following mission goals were prepared as part of a process required by GPRA. Annual plans prepared by the park will establish future benchmarks for visitor satisfaction, visitor understanding, and partner participation and should be consulted during the annual review of this LRIP.

Mission Goal IIa: At Fort McHenry, visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

By September 30, 2005, 98% of visitors to Fort McHenry are satisfied with appropriate park facilities, services, and recreational opportunities.

Mission Goal IIb: At Fort McHenry, visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.

By September 30, 2005, 75% of Fort McHenry’s visitors, who use the park for more than recreational opportunities, understand and appreciate the significance of the park.

Mission Goal IVa: The park uses current management practices, systems, and technologies to accomplish its mission.

By September 30, 2005, 100% of Fort McHenry's employee performance plans are linked to appropriate strategic and annual performance goals and position competencies.

### **“The Road Ahead: A Strategy for Achieving Excellence in Interpretation and Education”**

Released in 1997 by the Northeast Region of the National Park Service, “The Road Ahead” identified six goals designed to improve the quality of both interpretive and educational programming. The park's Comprehensive Interpretive Plan will support and implement these goals.

Discover the Untold Stories, i.e., interpretive and educational programs are inclusive and present diverse perspectives and multiple points of view where appropriate and are related to park themes.

Open New Doors to Learning, i.e., school systems, academic institutions, organizations, diverse visitors and lifelong learners recognize and use parks to enhance learning.

Invest in Children, i.e., every park will have a curriculum-based education program so that children have a quality educational “park experience” during their elementary and high school years.

Develop America's Best Workforce, i.e., the profile of our workforce reflects the rich diversity of the United States population. All employees demonstrate the necessary competencies and approach their responsibilities with the highest degree of professionalism and innovation in order to provide outstanding customer service, to maintain subject matter credibility, and to be accountable in all aspects of the operation.

Make Connections, i.e., every park will connect its story to the entire National Park System and will seek opportunities to link themes and build bridges with parks and partners locally, nationally, globally.

Get Wired to the World, i.e., every park capitalizes on new and emerging technologies in order to enhance resource protection, improve customer service, and educate all audiences.

### **Chesapeake Bay**

Congress passed the Chesapeake Bay Restoration Act of 2000 “to expand and strengthen cooperative efforts to restore and protect the Chesapeake Bay” and to achieve the goals established in the Chesapeake Bay Agreement. The act included a mandate for federal agencies within the watershed to manage their operations consistent with that Agreement. A Chesapeake Bay Program Office was given responsibility for supporting efforts to implement outreach programs

for public information, education, and participation to foster stewardship of the resources of the Chesapeake Bay.

A document titled "Chesapeake Bay 2000" identified general goals related to the Bay program. A Memorandum of Understanding (2001) between the Chesapeake Bay Program Office and Fort McHenry National Monument & Historic Shrine commits the park, as a Gateways site in the Chesapeake Bay Gateways Network, to more specific goals (see Appendix 2).

### **Accessibility**

NPS policy mandates that interpretive programming be developed in accordance with the guidelines included in Appendix 3.

# Existing Programs and Facilities

## (2002)

Based on existing planning documents, as of 2002 the park provides a variety of interpretive programs using several types of interpretive media.

### Visitor Center

This Mission 66 building houses offices for the superintendent, the administrative assistant, and the Chief Ranger. It is also the primary visitor contact station in the park. The information desk area includes an orientation station, donation box, and fee collection section. This space is funded for rehab and is in the design phase at the time of this writing. Goals of this project include expanding fee collection capability to reduce visitor lines and improving handicapped accessibility for employees and visitors. Communication equipment such as radio dispatch, PA system, and telephone will be relocated to the center of the space to allow both fee and orientation personnel access.

Visitor center exhibits date to 1986 and are being reconstructed and in some cases modified. The large model in the center of the exhibit space is currently undergoing a major rehab in part to make it more accessible.

The audio-visual presentation has been modified at least three times since it was introduced in 1985. There have been two improvements to the original captioning program, chairs have been replaced, and the film has been converted to DVD format and slightly shortened to allow three rather than two showings per hour.

Evelyn Hill Corporation operates a gift shop as a concession. This company made a major redecoration to the sales area about ten years ago. A primary display and retail focus of this facility is the book sales area.

### Wayside exhibits

Most of the park's waysides date to 1985-86. The panels are replaced periodically. Some, such as Port of Baltimore, are obsolete and scheduled for replacement. Others are redundant as a result of major exhibit changes in the fort funded by the Fee Demonstration Program. A Media Inventory Database System survey was completed in May of 2002 and will be updated annually.

### Exhibits Inside Fort

Approximately half of these exhibits are less than three years old and two others are in planning stages for redesign or refurbishment. The bulk of these exhibits focus on life in the fort in various periods of history. Others briefly expand the

War of 1812 story initially presented in the visitor center. The next project to be installed will be in the center room of D Building. It will look at the defenders through archeological evidence.

### Educational Programs

The eleven lessons available on the park website were prepared in 1996 with the assistance of a social studies curriculum writer for Baltimore City. Fort McHenry receives over 1500 school groups a year, and many teachers use part or all of this material. It is primarily aimed at elementary level students, and additional material should be developed for other grades and should be curriculum-based. Park staff are exploring educational opportunities through partnerships with a variety of institutions including the Pride of Baltimore II, The National Museum of American History, the National Aquarium in Baltimore, and with several public schools (Francis Scott Key Elementary and Middle School and Southwestern Senior High School).

### Publications

The park has a "unigrid" brochure.

Evelyn Hill Corporation sponsors limited publishing. Scott Sheads, a park ranger, has authored several books on Fort McHenry related topics through private publishers. All in print are currently carried as sales items in the gift shop. This facility also carries several recent publications by other authors relating to the park's primary and secondary themes.

### Website

The park website continues to grow and mature. With limited staff, this remains the major vehicle for distance learning available to the public at this time.

### Special Interest Tours

Military groups and graduate level students regularly request special programs on site. For the most part, the staff is able to accommodate these requests.

### Guided Walks and Talks

Several programs are available for single and family group visitors as well as for younger visitors. Current programs include: The Battle of Baltimore, Fort McHenry Through the Ages, Bastion of Liberty or Symbol of Despotism, the Story of Fort McHenry in the Civil War, Privateering in the War of 1812, The Flag Program, Artillery talks, and Defenders' Room talks.

### Special Events

There is a very strong ceremonial component to the interpretive program at Fort McHenry tied to the primary theme of Flag, Song, and Patriotism. There is also significant interest in Fort McHenry as a site for special events and uses not closely tied to these themes. As a result, requests come in daily through most of the year for special programs. Applying NPS and park standards, many of these requests are denied due to inappropriateness, impact on resource, or visitor experience. Many are accepted. Some recreate military pomp and ceremony; others encourage patriotic expression in many forms. The park sponsors two major living history interpretive events each year: a Civil War encampment in April and a Battle Anniversary Program in September.

There are several other events offered through special use permits. Sponsored by outside groups and institutions, these programs provide significant interpretive content. The National Flag Day Foundation, Inc. sponsors Living American Flag, a recreation of the 1914 Centennial ceremony. They also present the Pause for the Pledge on June 14 to recognize Flag Day. The U. S. Immigration and Naturalization Service has begun what is hoped will be an annual event in the form of a naturalization ceremony at Fort McHenry.

#### Interpretive Partnerships

The park has many formal and informal partners who help accomplish interpretive goals.

Living Classrooms – Patriots of Fort McHenry, Inc. is a non-profit organization which coordinates fundraising and volunteer activities for Fort McHenry and contributes approx. \$15,000/year for park events and activities. The park provides staff time to work together on special event planning and grant writing.

Chesapeake Bay Gateways Network (CBGN)– In 2001, Fort McHenry successfully competed for the “Gateways” designation. This was formalized via a cooperative agreement with CBGN and has resulted in the park receiving nearly \$13,000 in grant funding for increased interpretation of the War of 1812 and Chesapeake Bay history.

Pride of Baltimore, Inc. – In 2001, Fort McHenry entered into a Cooperative Agreement with the Pride to share staffing skills, train the ship’s crew in living history skills, and increase the interpretation of the War of 1812.

National Aquarium in Baltimore – In 2001, Fort McHenry entered into a Cooperative Agreement with the Aquarium to share staffing to inventory, monitor, and clean an adjoining tidal wetlands and interpret the environment of the Chesapeake Bay. Through this partnership over four hundred tons of trash and debris have been collected.

U.S. Coast Guard Cutter JAMES RANKIN – In 2001, Fort McHenry entered into a Memorandum of Understanding (MOU) with the JAMES RANKIN. The MOU identifies opportunities for both parties to



increase interpretation of the War of 1812 and the writing of the *Star-Spangled Banner*.

Living Classrooms – National Historic Seaport – This consortium of eight local historic sites emphasize Baltimore's rich maritime history. It is working closely with Fort McHenry to promote the park, ongoing interpretive activities, and special events. This is not yet formalized by a written agreement.

Smithsonian Institution National Museum of American History – Since 1996, Fort McHenry has partnered with the Smithsonian to provide assistance with the research, conservation, interpretation, object loan, and exhibition of the original Star-Spangled Banner. No formal agreement is in place at the time of the preparation of this plan.

Star-Spangled Banner National Historic Trail – Since 2000, Fort McHenry has provided staff, meeting space, and logistical assistance as an SSBNHT Study Team member. The project will result in increased information to the park about the War of 1812. Should the NHT be established, it may also significantly enlarge the mission of the park.

American Battlefield Protection Program – Since 1998, Fort McHenry has provided staff, meeting space, and logistical assistance as participants on the Revolutionary War/War of 1812 Inventory Study project. This study will result in a database of nationwide War of 1812 sites with GIS data and will be available to the public on the World Wide Web.

In FY2001, Fort McHenry entered into a Green Energy contract with Constellation Energy Group, the parent company of Baltimore Gas and Electric, through a GSA Area-Wide Agreement. The project included more than \$36,000 in donations from the contractors supplying materials and labor and has enabled the park to install a number of energy-saving elements: photovoltaic lighting throughout the park, passive solar skylighting in a retrofitted building recycled from Gettysburg, ventilation system which recycles exhaust air to retain heat, energy-efficient HVAC, and conversion of Cushman vehicles to natural gas). These efforts also led to the park's designation in 2001 as an NPS Center for Environmental Innovation.

# Themes

## What are Interpretive Themes?

Interpretive themes capture the essence of the park's significance. They are a park's most important stories and represent core messages that every audience should have the opportunity to hear.

While interpretation of any park could touch upon many stories, focused themes increase effectiveness. When well conceived, they explore the meanings behind the facts. They open minds to new ideas and perhaps to multiple points of view. When linked to commonly held emotions or universal human experiences, themes encourage audiences to see themselves in a park's story and discover personal relevance.

## Primary Themes

Primary themes are those stories that must be communicated to every visitor because they are essential to understanding the significance of the park's resources. Since Fort McHenry has a long and rich history, it is especially important to identify those primary stories with direct links to the park's national significance (page 7-8).

### Topic 1: Birthplace of the Star-Spangled Banner

Primary Theme Statement: The defense of Fort McHenry inspired Francis Scott Key to compose a poem that celebrated American resolve and eventually provided the words for the national anthem.

Content: This theme focuses on the impact that the defense of Fort McHenry had on Key. It explains the reasons that he was in the harbor observing the attack and follows the chain of events that led to the eventual approval of the national anthem. It also leads to a discussion of the meaning of the words in Key's poem then and over time. It can be used to encourage exploration of the origins and motives behind patriotic displays associated with the flag.

### Topic 2: A Convergence of Symbols

Primary Theme Statement: The symbolic meaning of Fort McHenry is magnified by its association with the national anthem and the flag during the War of 1812.

Content: This theme acknowledges the unusual convergence of three symbols (the fort, flag, and national anthem) and invites exploration of their separate and entwined relationships. It focuses on their evolving symbolism and encourages meaningful discussion of how each symbol has been viewed over time. It challenges park audiences to consider what it means to be American now, in the past, and in the future, but resists the temptation to provide pat, one-dimensional answers.

### Topic 3: The Defense of Baltimore

**Primary Theme Statement:** After the fall of Washington, D.C. to the British Army during the War of 1812, the successful defense of Fort McHenry by an alliance of diverse citizens and soldiers not only saved the city and port of Baltimore from capture, it boosted American morale, provided a symbol of national resolve, and helped establish the international legitimacy of the United States.

**Content:** This theme places the defense of Fort McHenry into the historical context of the War of 1812 and the Chesapeake Campaign by focusing on the military, political, and diplomatic aspects of the defense of Fort McHenry. It explains the strategic importance of the Bay and Baltimore, explores why the British attack failed, and discusses the immediate as well as the longer-term implications of the campaign's outcome. It also interprets the defenders of the fort, describing the different types of soldiers at the fort, and suggests the contribution made by Baltimore privateers. The response of Baltimore and national citizens to the victory at Baltimore and the evolution of the *Star-Spangled Banner* link the people of 1814 to Americans today.

#### **Secondary Themes**

Secondary themes enrich the primary stories and are enhancements to the primary themes. They are delivered as time, staffing, and funding allow. They address what is important in the long history of the fort and the evolution of the site. After the primary themes are adequately addressed, additional resources should be made available to fill in the details represented by these additional stories and enhance audience understanding of the nuances of the fort's history.

#### Subtopic 1: National Defense and the Fort Community that Supported It

**Secondary Theme Statement:** A classic example of a First System fortification, Fort McHenry's advantage was its location on the Chesapeake Bay, a setting that allowed it to defend the trade and commerce of the port city of Baltimore and, over the years, to play a role in the evolving history of the American military.

**Content:** This theme focuses on the location, appearance, use, and occupants of the fort over time. It identifies the features of a First System fort, particularly those characteristics that played a role in the defense of the fort in 1814. It places the fort into the larger context of national defense policy and makes connections to the other similar fortifications. It explores the changing needs of the American military and places a single military installation into the larger context of U.S. history. It explores the ordinary in a place touched by extraordinary events and personalizes life inside and around the fort, interpreting the defenders of the fort. Changes to the fort and its setting illustrate shifts in attitude on the natural environment and Baltimore's harbor.

#### Subtopic 2: The Constitutional Challenge during the Civil War

Secondary Theme Statement: During the Civil War, Fort McHenry became a battleground over constitutional rights and federal authority.

Content: This theme focuses on the divided loyalties of Maryland's residents and on the steps that President Lincoln took to maintain federal authority and keep the state in the Union. It presents the pros and cons of Lincoln's suspension of the Writ of Habeas Corpus and explains the use of the fort during the war, including that of a prison. It encourages audiences to think about questions of loyalty and opens the door to different points of view.

### Subtopic 3: Fort and Bay

Theme Statement: The Chesapeake Bay has always played an important role in the history of Fort McHenry—influencing the fort's location, construction, and living conditions as a harbor defense, determining military strategy during the War of 1812, encouraging continued use by the military into the 20th century, and now serving as a catalyst for discussions of environmental stewardship and resource management policies.

Content: This theme focuses on and encourages exploration of how Fort McHenry's history and activities have been shaped by its location on the Bay and proximity to Baltimore. From John Smith's descriptions of the Patapsco River in the 17th century through U.S. Coast Guard use in World War II, the location of Fort McHenry has been an important site for Bay-related activity. In addition, as a Chesapeake Bay Network site, the park now illustrates how a historic site can be managed to increase public awareness of the Bay, the Bay's condition, and Bay stewardship.

# Experiences

In addition to the themes that the park hopes to communicate, it is important to think about the nature of the park's interaction with targeted audiences. What will the initial contact with the park be like? How will audiences be oriented? What activities and programs can the park provide that will reinforce its themes? How can audiences actively participate in learning? Are there ways to encourage reflection and inspiration? What will create positive memories and nurture stewardship and support?

## Overall Park Experiences

Based on responses during the planning workshops, interpretive programming will be most effective in helping audiences understand the significance of the park and be satisfied with park facilities when it...

Provides opportunities to see, hear (the words and musical notation), and feel the Star-Spangled Banner.

Encourages audiences to listen carefully to the words of the national anthem and consider their meaning.

Is available both on-site and off-site.

Provides options and accommodates a variety of learning styles.

Uses a variety of media to bring the park's stories to life.

Includes hands-on interactive activities.

Includes opportunities to interact with uniformed staff.

Encourages a dialogue with audiences.

Provides "access" to the park's facilities and primary themes to a wide variety of audiences with diverse interests.

Presents the park's themes from multiple perspectives via many "channels" of communication.

Uses each on-site venue appropriately, i.e., contemporary facilities, fort, and grounds, and avoids artificial overcrowding or damaging overuse.

Makes connections to partner programs and stories, including the Chesapeake Bay, and encourages partners to connect with the fort's primary significance.

## Theme Reinforcement

Based on responses during the planning workshops, interpretive programming will be most effective in reinforcing the park's primary themes when it...

Provides audiences with an opportunity to understand the size of the Star-Spangled Banner, perhaps by seeing or touching a large flag.

Provides opportunities to understand the Chesapeake Campaign within the context of national and international events in 1800-1815.

Provides opportunities to see how the flag has changed over time.

Challenges audiences to think about the flag as an icon and how it has been viewed by society.

Provides opportunities to understand the distances involved in the campaign and the defense of Baltimore and to fix geographical relationships (between attackers and the fort, between the fort and city, etc.) in their minds.

Provides opportunities to "hear," "see," "smell," and "feel" the attack on the fort.

Looks at the campaign and the defense of the fort from multiple perspectives, from "inside" the fort, from a British ship, or from the City of Baltimore, for example.

Personalizes the story by including a range of human experiences, reactions, and recollections (soldier, civilian, men, women, African Americans, British, etc.) It should also encourage contemporary audiences to step back in time and consider how they might have reacted.

Provides an opportunity to take home a theme-related memento of their visit.

Based on responses during the planning workshops, interpretive programming will be most effective in reinforcing the park's secondary themes when it...

Provides glimpses of garrison life for both officers and rank and file, of on-duty and off-duty activities.

Offers comparisons of life at the fort with city and agrarian life prevalent at the time.

Challenges audiences to consider the options that faced Abraham Lincoln as he struggled to keep Maryland in the Union.

Leads to rediscovery of the layers of history represented at the site.

## **Orientation and Wayfinding**

Based on responses during the planning workshops, interpretive programming will be most effective in helping audiences with orientation and wayfinding when it...

Provides easy-to-follow directions from a variety of starting points, including inner city neighborhoods.

Reaches out to city audiences with off-site activities.

Makes all audiences feel welcome and comfortable.

Offers clear, simple, and timely explanations of all that the park offers and explains how to take advantage of the park's programs and facilities, regardless of entry point or the type of transportation used.

Is available from water as well as land vantage points technically outside park boundaries.

Explains to teachers and school administrators how curriculum-based educational programs connect to state standards of learning and match the developmental levels of their students.

Offers structure to school group visits.

Offers educational credits to participating teachers.

Provides facilities and information that will minimize the likelihood of injury.

Suggests connections to the bay and other Bay-related sites and resources.

## **Thought, Reflection, Inspiration, & Stewardship**

Based on responses during the planning workshops, interpretive programming will be most effective in encouraging reflection and fostering inspiration and stewardship when it...

Challenges audiences to think about the flag as an icon and how it has been viewed by society in the past and today.

Facilitates discussion of the evolution of national identity.

Provides an opportunity to "hear" the national anthem as it has evolved over time.

Provides an opportunity to sing or play the national anthem or to add new words with personal meaning.

Encourages personal, creative, or artistic expressions of feeling about historic events, the flag, the national anthem, and the constitutional rights of citizens.

Facilitates the need to record or leave personal expressions behind.

Provides opportunities to “hear,” “see,” “feel,” or “smell” battle conditions.

Helps personalize the park’s themes by providing multiple perspectives and allows contemporary audiences to “hear” the words of historical characters.

Encourages interaction among family groups.

Helps audiences connect the park to the National Park System and provide opportunities for them to show their support.

Helps audiences connect the park to stewardship of the Bay and provide opportunities to become involved in Bay-related conservation.

Provides opportunities to take home a memento representing the park, particularly for children.

Provides safe, open space for relaxation.



# Audiences

## Existing Audiences

Monthly Public Use Reports for the last three years provide information on total visitation as well as the relative numbers of pedestrians, visitors who arrive on buses, and visitors who arrive via boat shuttles.

Year	Total visitation	To Visitor Center	Pedestrians	By Bus	By Boat	By Car
2001	647,495	387,665	47,128	73,091	75,534	451,742
2000	691,501	408,211	51,222	80,926	65,619	493,734
1999	682,732	378,638	44,857	74,869	61,957	501,049

Data collected during a market survey conducted by Yale University in August 1991 provided the following snapshot of visitation:

20% of the visitors who responded to the survey were local and another 29% were from the region (within a 25-mile radius of the park).

The survey found that Fort McHenry “alone is drawing a large visitor population to the area.” The park would “provide greater public benefit and serve a wider public audience by connecting its interpretive opportunities to similar historical and cultural attractions in the Baltimore area.”

62% of the survey respondents were visiting the park for the first time. 14% visited 50 or more times a year.

The majority of park visitors spent 1-2 hours at the park.

Local users arrived at the park in the mornings and evenings. Roughly half of the regional and national visitors arrived in the afternoon.

Nearly half of all local visitors went to the park for recreation while many (21%) went for scenery. 42% of regional visitors and 63% of national visitors went the park for its historic value.

Nearly half of all visitors surveyed were part of family groups. Local visitors, however, were more likely to visit alone.

Slightly more men than women visited the park.

Almost 80% of the park’s visitors were white, non-Hispanic.

40% were between 20-39 years old. Another 40% were between 40 and 62.

## Five-Year Focus

The intended audiences for interpretive programming can have an important impact on the interpretive programs and techniques recommended in this plan. In order to focus valuable resources of staffing and budget, workshop participants discussed both existing and potential audiences and suggested that the following groups should receive priority over the next five years:

Inner-city minority populations

School groups currently served

Teachers

Additional school groups beyond those currently served, i.e., city schools or traditional high minority school groups

Existing interpretive partners

Audiences who use the Internet to “visit” the park or access information about the park

Visitors who come alone or in families, as opposed to those who come in organized groups

Those who contact the park for information about park themes or park facilities/programs

In addition, residents of nearby neighborhoods, including those who use the park for recreation, were considered to be extremely important although they require less effort to sustain their interest and commitment to the park.

Other groups were considered important and some level of communication will be appropriate for the following on an as needed basis:

Visitors who arrive by tour boat

Minority tourists

Organized tour groups

Audiences who have a special interest in some part of the park’s story and are attracted by related resources (forts, cannons, boats, birds, etc.)

Audiences reached via off-site interpretive programs

Audiences who come to the park for special events

These other groups were discussed, but participants in this planning process felt that their needs were adequately served:

International audiences

Dignitaries

Audiences who use the park for organized recreation

Audiences who arrive by city/public transit

Organized groups who arrive without contacting the park first.

# Issues

The park has many assets upon which it can build an effective interpretive program including an evocative sense of place, compelling story, expanding network of partners, and professional qualified staff.

However, as with many parks, it faces challenges as well. Significant questions related to park development are being discussed. Depending upon program design, interpretation can build on the park's strengths to help provide guidance regarding these discussions and strengthen park/audience interaction.

In addition to the focused content, the identified targeted audiences, and the delivery of certain types of audience experiences that are addressed elsewhere in Part 1, workshop planning participants must consider the following issues and the opportunities they present, and develop practical interpretive reactions.

## **Education/Administration Center**

There are many issues related to the current visitor center, and the 1988 amendment to the park's Master Plan recommended a new building. There is limited space for interpretive exhibits, and although the existing exhibits have been rehabilitated, they remain inadequate. The sales area is too small. Some argue that the visitor center itself intrudes on the historic scene. Since 1988, fee collection has placed additional demand on the very limited space available at the building's information desk. Additions to the fee program include additional passes, credit card payment, and more payment options for some organized groups. Available space is an issue with the desk also. There is no room for wheel chair access behind the desk. Moving it forward intrudes on visitor queuing areas already inadequate for current numbers.

The cost estimate to remove the current visitor center and rebuild is approximately \$10 million.

A Development Concept Plan has been funded to investigate other options including the Army Corps of Engineers site (2.54 acres) adjacent to the parking lot and the Southern States property (now owned by C. Steinweg, Inc.) near the park entrance. The five buildings and two docks on the Army Corps site are currently in use, although the Corps is willing to consider relocating if funding is available to study alternatives and pay for the move. The C. Steinweg property is 30,000 square feet on 1 acre; preliminary estimates to renovate are \$3-4 million and would require removal of hazardous materials.

Space is needed for the following functions: entrance lobby, accessible restrooms, orientation/information desk, auditorium and queuing space, permanent exhibit gallery, changing exhibit gallery, concession/cooperating association sales with office, work space, and storage, dedicated education space, first aid, and administrative space for staff. The programmatic needs for

the new facility must be clearly described in advance and the pros and cons of each site discussed from an interpretive prospective.

This LRIP should help to define the interpretive characteristics of a new education/administration center and recommend actions that will bridge the gap between existing conditions and completion of a new facility.

### **Staff Development & the Interpretive Development Plan (IDP)**

Although all of the permanent rangers at Fort McHenry were hired before the IDP program was developed and are not required to participate in the certification phase of the program, the program offers significant opportunities for professional growth, and managers need to use the national standards as a measure for successful interpretation for both staff and volunteers.

Action items included in this plan are used as opportunities for staff development. IDP training should be used for new employee, seasonal and volunteer training.

### **Overcrowding**

The popularity of the park combined with its urban location produces considerable visitation, which in turn raises questions of overcrowding. The concentration of visitation that results when boatloads and busloads of visitors arrive at once, places additional strain on park facilities and historic resources. The LRIP explores ways to disperse rather than concentrate use.

### **Transportation Access to the Park**

In recent years, van, trolley, and boat service to the park has increased. These new options have current, ongoing implications for the park entrance signs, pre-visit and welcome messages, and in-park traffic patterns.

A recent preliminary report on public and privately operated means of transportation included several recommendations. During the next five to ten years, the park needs to consider recommendations that will come from a 2003 Alternative Transportation Study along with other interpretive changes that might be needed to adjust to evolving transit patterns.

### **Anniversaries**

Several important anniversaries related to the history of Fort McHenry are approaching. Each event, in addition to the connection that it has to the fort, has broader relevance, and others will be involved in planning commemorative activities.

The park should consider the interpretive merits of each anniversary and develop interpretive programming, if appropriate. Possible commemorations include...

- 2003 Completion of the Smithsonian's Star-Spangled Banner Restoration Project
- 2004 The 150th anniversary of the launch of the *USS Constellation*. The *Constellation* is docked in Baltimore's Inner Harbor.
- 2005 The 200<sup>th</sup> anniversary of the completion of Fort McHenry
- 2006 The 300th anniversary of the Port of Baltimore and Locust Point  
The 75th anniversary of the *Star-Spangled Banner*  
  
The 200th anniversary of the War of 1812
- 2014 The 200th anniversary of the Battle of Baltimore and writing of the *Star-Spangled Banner*

### **Partnerships**

The park has an active and growing list of partners. Several of these partnerships have important implications for interpretation. Depending upon how each relationship is approached, staff duties could shift and interpretive focus could be affected.

The on-going challenge is to identify and sustain the mutual benefits that cooperation brings to each partner while adhering to the themes of Fort McHenry, respecting the core mission of NPS, and avoiding overcommitment of park staff and resources.

### **Accessibility**

The park has completed an accessibility inventory of facilities. Actions identified in that inventory must be prioritized and included in this LRIP (see Appendix 3).

### **Construction of Other Fort Buildings**

There is a proposal to reconstruct additional buildings outside the fort. These are not currently funded and are in the early planning stages. If approved they will address Primary Theme Topic 3, The defense of Baltimore. They will also address Secondary Theme Subtopic 1, National Defense and the Fort Community that Supported It.

### **NPS Message Project**

The NPS's Message Project has developed servicewide standards for web pages, signs, publications, exhibits, and waysides. These standards need to be integrated into the appropriate park materials as they are redesigned or replaced.

### **Animal Feeding**

The park provides open space adjacent to water, two conditions that attract waterfowl particularly when food is regularly provided by local visitors. Resident bird populations, however, are not natural and pose potential health problems. What can/should interpretation do? Squirrels, feral cats, rats, and other animals pose health problems when fed by visitors.

# Part 2

## Actions



# Interpretive Program Description

## Organization

A discussion of the contents of Part 1 suggested that interpretive planning should focus on several areas.

Related to the content of the park's interpretive messages, certain themes would benefit from additional activities designed to reinforce audience understanding. Focused interpretive programming could increase understanding of the park's primary themes, and partners could help address Bay-related themes.

Second, the park is facing a number of issues that interpretation can help to resolve over the next five years.

Additional planning is needed to prepare for the possible construction of a new education/administration center and to plot how the existing visitor center will function in the interim.

Transportation access to the park continues to evolve and may play a role in any new ideas for visitor orientation.

Dispersal of visitation to all of the park's venues could improve the on-site experience.

Emerging partnerships related to the Chesapeake Bay and increased regional emphasis on interpretation of the Bay's history (natural and cultural) and health need to be considered in the park's new mix of interpretive programming.

Third, because of the park's location it is important for interpretive programs to continue to nurture strong relationships with park neighbors and to reach out more extensively to residents who live elsewhere in Baltimore (see Audiences). Educational programming is a critical part of this outreach and should receive special attention during the next five years.

Fourth, the park conducted an accessibility survey of its facilities and identified several deficiencies that could be corrected.

Part 2 identifies actions for each of these four areas--bullets near the left margin mark each action. For reference, bulleted items also are listed in the Action Plan toward the end of this document. In the Action Plan, each item identified in Part 2 will be linked to a fiscal year and to staff or partners responsible for taking the lead on implementation.

## 1. Actions to Address Themes and Experiences

Although the park provides many content-oriented interpretive programs and experiences, certain themes could be better addressed. As a result, the park will...

### Address all primary themes and related experiences

- Develop a strategy to identify several new experiences designed to help on-site visitors explore the personal meanings behind the park's primary icons. For example, plan activities that focus on the words of the *Star-Spangled Banner*, activities that help visitors grasp the size of the flag, activities that allow visitors to express their feelings in word, song, or art, etc. These activities encourage visitors to use their sense of touch and hearing and connect these icons to shifts in meaning over time, including current events. Reexamine current personal and non-personal service interpretation to assess effectiveness of same in communicating primary themes. Adapt the more successful experiments for the new education/administration center as it is planned.
- Prepare a Scope of Sales that summarizes interpretive sales items and suggests needs for the future.
- Prepare a Publications Plan that reviews park and partner-produced printed materials (including site bulletins), compares what exists to the park's themes and audiences, and identifies any gaps that might exist.
- As a follow-up to the Publications Plan, prioritize the gaps identified, develop a strategy to acquire the most important items, and integrate them into this plan during an annual review.
- Try to keep modern intrusions out of the cultural landscape by using developed areas of the park for contemporary facilities and media.
- Create a new wayside plan that will help disperse visitors, incorporate underrepresented themes, and communicate with recreation visitors.

### Place the fort into broader historic context

There was a consensus among workshop participants that it is important to place Fort McHenry into a broader historic context. That means that interpretation needs to do more to help visitors understand the Battle for Baltimore, the Chesapeake Campaign, and the causes and impact of the War of 1812 on U.S. and world history (see Appendix 1). To broaden the park's themes in appropriate ways, the park will...

- Continue to participate in and support the Star-Spangled Banner National Historic Trail study team. If the trail receives designation, the park will help develop a management plan and help to define a long-term strategy for park participation.
- Develop additional interpretive media. Preliminary discussions identified several ways of adding context to interpretation and prioritized them according to potential audiences (types of groups and numbers), nature of the interpretive experience provided, and consistency of quality. Those ideas with the highest potential included...
  - Exhibits and audiovisuals in a new education center. These types of media, in this kind of venue, are very effective in presenting context.
  - A War of 1812 brochure similar to folders prepared by the NPS for the American Revolution and Civil War. This brochure could be developed by the NPS with partner involvement and funding. Alternatively, it could be a sales item developed by a private vendor.
  - A revised “unigrid” brochure that includes more context and reflects the park’s current themes.
  - A strategy for participation in a series of theme-related anniversaries (see Issues). Well-planned special events are an excellent way to reach out to neighborhood and city audiences (see Audiences) and to interpret the park’s primary themes in an audience-friendly way.

Other ideas with lower priority included...

- A “handbook” on the War of 1812. This could be an NPS publication or a privately produced book. Either would be sales items.

Additional personal services programs preceded by staff training. The Interpretive Development Program should be utilized to develop program and personal goals and training strategies. The IDP language should be used to help performance management as well. The IDP national standards (rubrics) should be used to evaluate interpretive products.

- Additional media co-sponsored with partners, i.e., signs, trails, and educational programming.
- A variety of interpretive tools dispersed throughout the park and in several interpretive venues (in the education center, in the fort, on the grounds, in educational programming, in publications, and on the website) that will help audiences “see” the extent of the Battle for Baltimore and the Chesapeake Campaign. This is a general experience goal that should be converted to specific actions as additional planning (CLR, education center, educational curriculum development, etc.)

occurs. As actions are identified they should be integrated into annual revisions of this plan.

#### Address Bay-related themes and experiences and place them into context

In order to address the themes related to the Chesapeake Bay, to achieve the conditions of the Memorandum of Understanding with the Chesapeake Bay Gateways Network, and to place Bay stewardship into its larger stewardship context, the park will...

- Accommodate requests from partners to distribute brochures related to the Bay and to integrate information about the Chesapeake Bay Gateways Network into park-produced materials whenever feasible and appropriate.
- Plan for appropriate Bay-related and partner-produced or funded exhibits in the park's new education center should it be funded.
- Include additional Bay-related links on its expanded website.
- Approach Bay partners for help in organizing and publicizing park clean-up efforts.
- Approach Bay partners for a limited number of partner-funded wayside exhibits that interpretively connect the fort's history to its bayside location or park management policies to Bay stewardship. However, before additional waysides are installed, the park should take a comprehensive look at wayside topics and locations.
- Approach Bay partners for help in funding and producing a site bulletin that interpretively links the fort to its strategically important natural setting in the harbor, that discusses how the fort's setting changed over time, and that describes contemporary stewardship projects visible from the fort.
- Work with partners to develop an integrated approach to interpreting the Bay.
- Join a Bay partner in co-sponsoring off-site programs that discuss Bay stewardship with local residents.
- Invite Bay partners to conduct Bay-related walks or talks at the park, perhaps during park co-sponsor special events.
- Work with the Chesapeake Bay Gateways Network to locate sites with views of the park and ask them to install park-produced wayside exhibits that interpret the park's primary themes.
- Locate and provide support (training, printed materials, a wayside, etc.) to a partner who will interpret the fort from the water.

## 2. Actions to Address Issues

### A new education/administration center

As the park moves ahead with planning for a possible new education/administration center, it is important to identify some of the characteristics that will contribute to a successful facility. While a new facility might be some years away, many of these characteristics should be considered for existing media as well.

The park's new education/administration center should...

Provide good basic information on what there is to see and do and present visiting options clearly and simply.

Explain the primary significance of the park and introduce the park's primary themes.

Introduce the park's significant resources and encourage visitors to explore and discover them.

Allow visitor choice, empower visitors to see the park in multiple ways, and provide uncomplicated self-directed alternatives.

Encourage social interaction among members of groups and with staff.

Provide "portable" materials that on-site visitors can carry along to help with their visit.

Provide information on daily or up-coming activities or events.

Suggest connections to geographically or thematically related sites or activities.

Set the atmosphere, elicit a mood or moods, and encourage a range of feelings and emotions.

Provide appropriate space for...

- waiting and gathering (individuals and tour groups)
- restrooms (accessible with after-hours entry)
- first aid
- fee collection
- limited food or refreshments
- group learning
- interactive media or hands-on activities
- audiovisual presentations (auditorium?)
- partner use (meeting space)

staff offices  
 staff conference room  
 archival storage  
 park library and space for individual research  
 sales with receiving and storage

Until this new facility is completed, the park will take the following actions related to its existing visitor center...

- Continue projects in progress including rehabilitation of the model of the fort and redesign of the desk.
- Use the changing exhibit display recently purchased to keep visitors abreast of park news and provide new information for local, repeat visitors. The position of this display is important. It needs to be visible, yet not intrude on more permanent exhibits.
- Consider or experiment with options to disperse visitors. These may include alternate trail approaches to the fort and personal services activities.
- Experiment with methods that improve effectiveness of current activities such as rotating exhibits and audio-visual programs shown between films.

### Transportation

In 2002, the National Park Service Transportation Assistance Group visited Fort McHenry to review transportation needs and prepare for a full Alternative Transportation System report in 2003. Several recommendations related to interpretation emerged from that review. The park should...

- First define the desired visitor experience. This qualitative experience can then be used to determine quantitative visitor capacities. (See Part 1 as well as the characteristics of a new education center above).
- Coordinate planning efforts with related transportation initiatives in the city and region.
- Examine options for enlarging or reconfiguring the current ferry dock.
- Take an active role in providing traveler information, including a cooperative outreach/information campaign. Specifically, the park should modify its website to provide more explicit driving directions.
- Formulate multiple strategies to greet visitors and move them around the park that take into account variations in visitation and transportation access, particularly as related to different seasons and special event. This relates to the last bullet under the preceding section (education/administration center).

### Dispersal of on-site visitation

There are times when on-site visitors crowd the existing visitor center. Even when visitation is not intense, many on-site visitors never take advantage of the park's grounds. To help disperse visitation, compensate for multiple entry points, and improve the on-site experience, the park will...

- Pursue a new Development Concept Plan (DCP) that will help define the park's future appearance.
- Complete the Cultural Landscape Report scheduled to begin in 2003. With interpretive input, that CLR should explore ways to use the grounds of the fort for appropriate, minimally intrusive interpretive facilities designed to help relieve the burden of interpreting too many stories for too many visitors inside the visitor center and fort. Crowding occurs now because multiple "paths" to experience the park do not exist. A new plan should consider, for example, a group staging area on the grounds, or a well-designed Bayview location. It should explore ways to integrate interpretive media or programming (perhaps "trailheads," changing bulletin boards, or displays appropriate for repeat visitors) with existing, passive recreation (walking, for example). It should look for ways to encourage use of the grounds for exploration and discovery. For example, it could identify different vantagepoints that introduce multiple perspectives on the fort and its setting, the battle, the war's long-term impact, or the Bay.
- Develop an audiotour that includes the grounds and connects the fort to its bayside setting and to the City of Baltimore.
- Increase the presence of personal services on the grounds by recruiting additional volunteers to rove the grounds and by exploring a volunteer Park Watch group under the VIP program. This recruiting could be aimed at park visitors who primarily use the trails and grounds. Focus training for this group on security issues and informal interpretation.

### Partner involvement & links

The park has several successful formal partnerships and many others that are informal. To maximize the impact of those relationships, the park will...

- Talk to partners about the park's themes and discuss ways to integrate them into appropriate partner-produced interpretive materials.
- Encourage and participate in development of a brochure that links sites related to the history of the Star-Spangled Banner or the Chesapeake Campaign.

- Hold on-going dialogue with the local convention and visitors bureau staff to ensure that up-to-date park materials are on hand and that the park has an adequate supply of regional materials.
- Approach existing and new partners outside the park boundaries with thematic links to the park (on land and water) and discuss display or distribution of materials (wayside exhibits, for example) that interpret the national significance of the fort and its primary themes. They also may provide orientation and access information.
- Explore a strategy to install photos or “exhibit” space at Baltimore/Washington International Airport.

### Accessibility

The park conducted an assessment of accessibility and concluded that they will...

- Examine current programs to identify strategies to reach out to all audiences including but not limited to audiences with physical accessibility issues.
- Add a sign to indicate van-accessible parking, a sign pointing toward the accessible entrance to the visitor center, and a sign in the visitor center indicating that accessible rest rooms are currently available in the parking lot.
- Re-design the visitor center desk to provide a section that conforms to height standards.
- Replace the pay phone with one that is hearing-aid compatible and add a sign that indicates it is accessible for the hearing impaired.
- Provide one or more alternatives to the park folder (recording on CD, Braille, foreign language translations, and/or large print).
- Train all staff who answer the phones to use the Maryland TTY/TDD system.
- Continue to offer signing programs upon request and for special events via trained staff, volunteers or by contract.
- Continue to explore contacts with the Telephone Pioneers of America to help address access issues.

### **3. Actions to Address Specific Audiences**



### Those who contact the park for information

The park feels that it is important for all initial inquiries to be handled quickly and personally whenever possible. In order to meet those two basic goals, the park will...

- Arrange staff schedules so that whenever possible rangers or trained volunteers will be available to answer telephone inquiries. When that is seasonally impossible, staff from other divisions or the automated phone system will be used as a back up.
- Increase staff time for upgrading, updating and maintaining the park's website. Specifically, website staff will...
  - Contact regional staff for advice on upgrades or for help as problems arise.
  - Include more explicit driving directions.
  - Continually review the website to ensure that content is useful and operation is efficient. Ensure that all park themes are introduced. Include contextual information where appropriate. Consider ways to include audience experiences. Invite regional staff (Tom Davies) to assist.
  - Include additional images on the website, so that the media as well as other audiences (schools, for example) have access to the most important graphics related to park themes and activities.
  - More context on the park's expanded website, i.e., additional background materials, links to other sites, etc.
  - Consider ways to make the website more interactive or design ways to allow the park to respond to inquiries.
  - Develop criteria for partner links and add new links if appropriate.
  - Integrate additional contextual material in the website.
  - Include additional Bay-related links and information.
  - Add message regarding the problems associated with feeding wildlife.
  - Integrate Junior Ranger materials.
  - Explore ways to make the website accessible to visitors with varying computer technology
  - Explore ways to invite visitors to leave comments or a poem.

### Urban residents

An August, 1991 survey indicated that 49% of the park's visitors lived within 25 miles. When existing visitation is combined with the potential for greater contact with Baltimore City residents, workshop participants felt that the park should develop specific programming that will appeal to those audiences.

Actions include...

- Work with staff in the Philadelphia Support Office (David Moore) to develop a marketing plan for those audiences.
- Develop plan to prioritize upcoming anniversary dates. Select dates most appropriate for major park commemoration programs.
- Continue dialogue with the Greater Baltimore History Alliance. Use this group to get feedback on interpretive programming, to help promote park activities, and to publicize park issues.
- Work with the Philadelphia Support Office to encourage partners to develop and produce a "seeing Baltimore" brochure that includes a map with a wide variety of sites and attractions (criteria would need to be developed).
- Contact local museums and discuss crossover exhibits such as exhibits that connect the stories of both Fort McHenry and the cooperating museum or organization. This could begin with partner sites including the Star-Spangled Banner Flag House, the Smithsonian Institution, and those sites in the Chesapeake Bay Gateways Network. This could be particularly important since the park's GPRA survey indicates that fewer than 65% understand the primary significance of Fort McHenry.
- Work with partners and local organizations to experiment with a "Tourist in your Town" type program. The basic idea revolves around a free event or open house that encourages visits by local residents. A corollary could result in a program designed specifically for school children and their parents or extended family.
- A concerted media campaign to change resident perceptions of the park as a place that is irrelevant to their daily lives. This would involve developing programming that addresses the iconic meaning of the park and that introduces dialogue about issues of patriotism. It also could involve programming that explores the personal aspects of the defense of Baltimore, including the participation of a cross section of citizens. It could lead to additional programs about Baltimore and the Civil War and the Bay's impact over time on the quality of life in the city. Explore how issues addressed at the park—notably the constitutional issue of the suspension of the Writ of Habeas Corpus—can be explored through the

Northeast Region's Regional Director initiative to use parks as places to promote civic dialogue.

- Follow up on previous contacts with Coppin State College, a historically black institution drawing students largely from the urban Baltimore community. Visits to Coppin would encourage additional discussions with faculty on how to involve the college and its students. Ideas include on-site visits designed to provide feedback on how content is presented, projects that could provide experiential learning opportunities for students, and recruitment trips to encourage seasonal and eventually permanent employment.

### Curriculum-based educational programming

Part 1 describes the themes and experiences that should be used in planning curriculum-based educational programming. In addition, a well-planned curriculum-based educational program will have the following six characteristics:

1. The program must be relevant to the resource and address the park's interpretive themes. This way the program becomes mutually beneficial to both the park and the organized group.
2. The program must address the learning needs of the target audience. School districts in every state are addressing education reform. In Maryland, like in many other states, teachers need to be sure that their time is spent on helping students achieve the state-required standards for learning. The park needs to work with these standards to identify the connections between park resources and themes and the standards of learning. This knowledge will help the park target the appropriate grade level or levels and help to again create a mutually beneficial program that meets both park and school needs.
3. The program needs to be developmentally appropriate for the target audience. One-size-fits-all does not work with organized groups, which are mostly school groups. It is difficult to develop a program that will meet developmental needs for grades 4, 8 and 11. A program that is too difficult will frustrate younger students; a program that is too simple will not be sophisticated enough for older students.
4. Many parks do not have the expertise on staff to address developmental needs and create appropriate materials and activities for students. Parks need to work with educational group leaders in the development and implementation of curriculum-based programs. Many parks have benefited from partnerships with individual schools or school districts in the development of the materials and activities for curriculum-based programs and from assistance from the Northeast Center for Education Services.

5. Curriculum-based programs extend learning beyond a single experience either in a park, on the Internet, or in an outreach program in a school. Pre-visit and post-visit activities extend learning and help to incorporate the park experience into the larger context of a unit of study in the school.

6. Evaluations need to be conducted both in the developmental and testing phase as well as in the full implementation phase. Parks need to know what works and what does not work. In developing a program, part of that development should focus on a plan for evaluating the program itself as well as the learning outcomes. To assist parks in evaluating their programs, they should look at *Assessing Parks as Classrooms®: A Model for Program Evaluation* and go on-line to review the *Social Science Surveys and Interviews in the National Park for the National Park Service: A Guide to NPS and OMB Approvals*. Both of these tools will help parks think about why evaluation is necessary, what information can come from an evaluation, and how evaluation will help to improve a program.

For additional information about curriculum-based programs, parks can review *Programming for School Groups: An Interpreter's Guide*. In addition, Reference Manual 6 for DO 6 will have an Education Chapter. This document is scheduled to come out for field review late in FY02 or in FY03.

To achieve these six characteristics and accomplish the content and experiential goals in Part 1, park staff will...

- Take the initiative and develop a group who can provide advice on the park's curriculum-based educational programs. This group should be representative of the educational audiences served and should include Baltimore City schools, home school families, and private schools.

This is the most important step the park can take to develop curriculum-based education programs. Some of the tasks the group should address include:

- Use this group of advisors to adjust the mechanics of planning, scheduling, and completing park-related lessons.
- Use this group to help plan teacher workshops. Seek advice on timing and content. Explore ways to make the workshops count toward teacher recertification.
- Use this group to carefully match teacher needs to park needs. Ensure that both find the educational experience worthwhile. Match the park's themes and experiences to educational standards of learning or to specific school initiatives.

- Use this group to help develop more on-site materials that will disperse school visitation and provide more meaningful self-directed activities.
- Use this group to develop modular theme-related activities and experiences that can be used singly or in combination.
- Use this group to design capstone experiences that encourage reflection, follow-up, and post-visit stewardship.
- Use this group to develop tools to evaluate outcomes. Involve students in assessment.
- Use this group to test market materials developed.
- Fund new positions for an Educational Specialist, Historian and Archivist. These positions will directly assist the education effort and reduce the overwhelming collateral duty workload on rangers releasing them for public programs including education.
  - Make the current reservation system more teacher-friendly.
  - Develop a new less complex reservation system with input from commercial software providers, teachers and other users.
- Assess the impact of program fees for educational programs on use, attendance, and ability to sustain the program.
- Work with partners who are involved in educational programming to ensure that their objectives overlap with those of the park.
- Revise the existing "Teacher's Guide" to be curriculum-based, reflect current themes, desired experiences, and evolving procedures.
- As materials are developed, design a strategy to publicize or distribute.
- After materials are adjusted, visit schools and teachers. For example, attend quarterly meetings held for teachers or visit targeted schools in neighborhoods closest to the park.
- Examine both the physical and experiential carrying capacity of the fort's venues and apply those capacities to educational programming, i.e., direct programs to or away from certain areas, consider ways to disperse use, set limits on how many groups can participate at the same time, focus programming to encourage more efficient on-site use, provide additional resources for use before or after a visit, etc.
- Actively involve area educational institutions, i.e., look for help from graduate education programs and from schools with experiential, volunteer, or service learning requirements.

- Contact Baltimore City schools about initiating an “adopt-a-school” program or tapping into the teacher loan program (a teacher could be assigned to the park to help develop curricular materials). Use the adopt-a-school program to involve students from more than one grade, i.e., involve an elementary school, middle school, and high school.
- Actively involve neighborhood associations or parent/teacher groups in promoting or presenting educational programs.
- Contact youth groups (scouts, Civil Air Patrol, ROTC, etc.) about helping to develop or deliver educational materials.
- Research distance learning technologies and assess how they can be applied at Fort McHenry.
- Explore options to give students who participate in a formal educational program a free pass for a family visit to the fort.
- Revise/create a form that teachers can use to evaluate park programs.
- Create guided activity sheets. They can be arranged around a theme or personality.

#### Residents of neighborhoods adjacent to the park

The park has an excellent relationship with many of its immediate neighbors. In order to sustain that relationship the park will...

- Continue to offer off-site programs to neighborhood groups on request and to attend community meetings and events.
- Continue to offer several special events annually. These types of programs attract local residents.
- Explore neighborhood interest in extended hours for grounds access beyond the summertime.
- Plan an “open house” for neighborhood residents and neighborhood groups. Use the open house to provide information about park projects and initiatives and offer “behind-the-scenes” tours.
- Since military tattoos are very popular with local residents, develop a site bulletin that answers questions, links that activity to the park’s themes, and functions as a take-away.
- Consider additional waysides or trailheads in areas most used by neighbors such as along walking paths and in the picnic area. As indicated elsewhere in this plan, these waysides or trailheads, if

designed for flexibility, will help to keep neighbors informed on interesting new projects or explore different aspects of the park's themes.

- Explore creation of a "deputy" ranger program that enlists the help of visitors who regularly use the park for recreation. After an orientation program, ask these volunteers to report resource management or health and safety issues. Provide them with special recognition.
- Recruit and train additional volunteers to rove the grounds and interact informally with visitors.
- Recruit and train additional volunteers to help with special events.

### Families

While the park has a discovery room in the fort, it is not always open. Also, by concentrating the hands-on items in one place, it can create overcrowding (see Issues). Instead the park will...

- Include hands-on experiences at other places throughout the park, including a new education center and on the grounds.

The park's Junior Ranger program is a good foundation for visitors who come in families. The park will...

- Prepare goals and objectives for the entire program and ensure that the objectives reflect themes and experiences.
- Adapt Junior Ranger materials for use by school or home school students.
- Experiment with additional distribution and end points to mitigate overcrowding in the existing visitor center (see Issues) and sustain contact with a ranger.
- Include the Junior Ranger materials on the Internet so that families who plan ahead can have them in hand when they arrive.
- Review the existing materials to make sure that they facilitate interaction among family members. For example, provide an answer sheet that encourages families to talk among themselves. Include discussion questions that encourage thought rather than right or wrong answers.
- Review and revise materials so that they do not create an undue burden on park staff. Develop these revisions so that organized youth groups may participate as well as families.

- Develop a third level Junior Ranger Program for grades pre-K to 2.

Not all families will chose to participate in the Junior Ranger programs. For them, the park will...

- Develop “pretend” or role-play programs that deal with decision-making. Experiment with costumed vignettes offered in a variety of places throughout the park that challenge visitors to think about the park’s themes from multiple perspectives.
- Offer the flag talk as often as possible. Recruit additional volunteers specifically to facilitate additional programs.
- Offer more scheduled programs for children and families. Include artistic expression—music, poetry/writing, or art. Participate in Northeast Region “Arts in the Parks” program.
- Strengthen children’s programs in special events. Consider coordinating with existing events like the Living American Flag program.
- Recruit additional volunteers to lead more activities in Defenders’ Room with the goal of utilizing this facility more often.
- Develop hands on items and activities that can be used without staff support in other areas of the park

## Research Needs

In order to fully accomplish the actions included in this plan, the following research is needed...

- Establish carrying capacities for the primary resources through appropriate study.



## Collection and Library Needs

In order to fully accomplish the actions included in this plan, the following is true for the park's collection and library...

- The most significant research need for both interpretive development and resource management and preservation is the indexing and computerization of the Historical and Archaeological Research Project. This is particularly important to support the National Historic Trail Study and the upcoming bicentennial of the War of 1812. A Fee Demonstration Project designed to meet this need has been approved and is tentatively scheduled for 2005.

Once this project is implemented, staff training will be vital to effective use of this research material. This training also will enable staff to better access collection information already available on the park intranet.

## Staffing Needs

In order to support the actions included in Part 2, the park will make the following changes in staffing...

- Assess the need for an Education Specialist, Historian and Archivist.
- Assess division workload, particularly major additional duties handled by interpreters to determine if staff reorganization or increases are needed to implement the improvements included in this document.

# **Fiscal Year 2003 Action Plan**

**Comprehensive Interpretive Plan  
November 2002**

# Actions to Address Themes/Experiences

To address all primary themes and related experiences p.34									
Action	Who?	Fund Source	\$ est.	FY03	FY04	FY05	FY06	FY07	Future
Develop a strategy (outline of a process) to ID new experiences related to primary themes	Hugh Charlie	In-house		X	X	X			
Prepare Scope of Sales for Concessions operation	Charlie	In-house		X					
Prepare RFP for new Concessions contract to reflect CIP	Charlie	In-house		X					
Prepare Publications Plan	Hugh Charlie Paul P.	In-house		X	X				
Follow-up on Pub. Plan annually	Charlie	In-house			X	X	X	X	
Limit modern intrusions on Cultural landscape	All staff	In-house		X	X	X	X	X	
Create wayside plan w/HFC (Phil Musselwhite)	Hugh Paul P HFC	Fee Demo?	\$10K?		X?				
Design and build water battery exhibit	Anna Scott	Ches Bay Gateways		X					
Design Archaeology Exhibit	Anna Hugh	Fee Demo		X					
Restore Earthworks	Anna Greg	Fee Demo			X				
Restore c. 1800 wood cannon carriages	Anna Scott	Concession Fee	\$10K?		X				
Ensure personal services reflect LRIP themes and IDP language	Hugh Vince - VIPs	In-house		X	X	X	X	X	
To place the fort into a broader historical context p. 34									
Support SSB Trail study and management plan	Laura Anna	In-house		X	X				
Plan exhibits and AV for new education/administration center	Hugh HFC	Line-Item Construction? Parks as Classrooms?				X?			
Develop 1812 brochure	Scott HFC Partners					X			
Identify potential partners and Funding for 1812 brochure	Charlie Hugh	Eastern National?			X				
Revise unigrid if needed	Hugh Paul				X?				

To place the fort into a broader historical context con't. p. 35									
Action	Who?	Fund Source	\$ est.	FY03	FY04	FY05	FY06	FY07	Future
<b>Plan upcoming anniversary activities</b> - 2003 Smithsonian's SSB Restoration Project Completion - 2004 Constellation 150 <sup>th</sup> - 2005 Fort McHenry 200 <sup>th</sup> completion - 2006 Port of Baltimore and Locust Point 300 <sup>th</sup> and <i>Star-Spangled Banner</i> 75 <sup>th</sup> - 2012-2014 War of 1812, Battle of Baltimore and writing Of the <i>Star-Spangled Banner</i>	Laura Charlie All staff	In-house  In-house and Constellation In-house  In-house  In-house and partners		X  X X  X  X	  X X  X  X	   X  X  X	    X  X  X	     X  X  X	      X
Support 1812 handbook and ID Partners and funding needed (priority to be determined by Publications Plan)	Scott HFC Partners					X?			
Integrate IDP into personal services interpretation and staff/ VIP and partner training	Hugh	In-house		X	X	X	X	X	X
To address Bay-related themes and experiences and place them into context p. 36									
Distribute Bay brochures	Paul	In-house		X	X	X	X	X	X
Ask Bay partners for help with clean-ups	Laura Greg	Partners In-house		X	X	X	X	X	X
Produce Bay site bulletin	Hugh Vince Jim	In-house Partners		X					
Co-sponsor Bay off-site programs With partners	Charlie	In-house Partners		X	X	X	X	X	X
Invite partners to give walks and Talks in park	Charlie	In-house Partners		X	X	X	X	X	X
Work with partners to develop off-site waysides (address in Wayside Plan)	Charlie	In-house Partners				X?			
Work with partners for water interpretation	Charlie	In-house Partners		X	X	X	X	X	X
Develop site bulletin/wayside to address issue of feeding Animals (Tie to Bay waysides?)	Hugh Jim Vince	In-house Partners		X					

# Actions to Address Issues

Action	Who?	Fund Source	\$ est.	FY03	FY04	FY05	FY06	FY07	Future
<b>A new education/administration center p.37</b>									
Complete rehab of VC model	Anna	Fee Demo		X					
Create more changing exhibits	Charlie Jim	In-house		X	X	X	X	X	X
Experiment with time between Movies	Charlie Hugh	In-house		X	X	X	X	X	X
Experiment with options to disperse visitors	Charlie Hugh	In-house		X	X	X	X	X	X
<b>Transportation p. 38</b>									
Coordinate transportation plans with city and region	Laura Charlie	ATS		X	X				
Examine ferry dock options	Laura Charlie	In-house ATS			X	X			
Provide traveler info via a cooperative outreach/info campaign	Charlie	In-house Partners		X	X	X	X	X	X
Upgrade directional signage to Fort	Paul B Charlie	Fee Demo City		X	X				
Create seasonal transit plans	Laura Charlie	In-house ATS		X	X				
<b>Dispersal of on-site visitation p. 39</b>									
Action	Who?	Fund Source	\$ est.	FY03	FY04	FY05	FY06	FY07	Future
Complete DCP	Laura squad	Fee Demo	\$120-200K	X	X				
Complete CLR	Anna	CRPP		X	X				
Develop a grounds audiotour	Charlie Hugh	In-house Partners Concession					X		
Increase personal services on Grounds via volunteers	Vince	In-house		X	X	X	X	X	X
<b>Partner Involvement and Links p. 39</b>									
Dialogue about themes and Interpretive materials - Work with partners w/ thematic links to display and distribute materials	Charlie	In-house Partners BACVA		X	X	X	X	X	X
Dev. SSB brochure (examine relationship with proposed War of 1812 brochure)	Scott SSB NHT Trail team	SSB NHT			X				
Add exhibits at BWI	Charlie Jim					X			
<b>Accessibility Cont. P.41</b>									
Action	Who?	Fund Source	\$ est.	FY03	FY04	FY05	FY06	FY07	Future
Update Accessibility Plan (Programmatic and physical)	Greg Charlie	In-house		X					

	Telephone Pioneers								
Update Accessibility Plan (programmatic and physical)	Paul P. Paul B.	In-house		X					
Add physical accessibility signs	Charlie Hugh	Fee Demo		X					
Redesign and rebuild VC Desk for handicap access	Paul P.	Telephone Pioneers?			X				
Replace pay phone and sign (hearing compatible)	Hugh Paul P.					X			
Provide folder alternatives (as per Accessibility Plan)	Paul P. Telephone Pioneers			X					
Train for TTY Maryland link	Paul P.			X					
Develop regular signing and Advertise	Jim								
Create text only website and add audio (Kathy D. will check	Charlie Greg			X	X	X	X	X	X
Continue partnership with Telephone Pioneers									

## Actions to Address Audiences

Those Who Contact the Park for Information p. 41									
Action	Who?	Fund Source	\$ est.	FY03	FY04	FY05	FY06	FY07	Future
Provide staff to answer telephone Inquiries	Laura Charlie	In-House		X	X	X	X	X	
Update website and plan for expansion ( see specifics on on pg. 44)	Hugh Charlie Jim Tom Davies, PHSO	In-House		X	X	X	X	X	
Urban Residents p. 42									
Action	Who?	Fund Source	\$ est.	FY03	FY04	FY05	FY06	FY07	Future
Develop marketing plan w/PHSO (Dave Moore)	Charlie Jim	In-House				X	X	X	
Continue dialogue with GBHA	Laura Jim	In-House		X	X	X	X	X	
Develop Seeing Baltimore brochure	Charlie PHSO Partners	Park/ Partners					X	X	
Discuss cross-over exhibits with local museums	Hugh Staff	Park/ Partners			X	X	X	X	
Experiment with "Tourist in your Town" program w/local residents	Charlie	In-House				X	X	X	
Media campaign to show Relevance of story to local Interests	Vince Laura	In-House			X	X	X	X	

Strengthen relationship with Coppin State Univ ( See specifics on Pg. 45)	<b>Hugh</b>	In-House		X	X	X	X	X	
<b>Curriculum-based education program p. 43</b>									
<b>Action</b>	<b>Who?</b>	<b>Fund Source</b>	<b>\$ est.</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>Future</b>
Create educational advisors	<b>Hugh Jim</b>	In-House			X				
Develop curriculum-based Education program	<b>Hugh Jim</b>	Parks as Classrooms/ fee demo?				X			
Develop systematic approach to reservations.	<b>Hugh Jim Susan</b>						X	X	
Make education reservations more teacher friendly	<b>Hugh Jim Susan</b>	In-House					X	X	
Assess impact of registration system fees idea	<b>Charlie Hugh</b>	In-House					X	X	
Consult partners on objectives	<b>Hugh Jim</b>	In-House				X	X	X	
Revise Teachers' Guide	<b>Jim Educ. advisors</b>	Parks as Classrooms				X			
Publicize materials	<b>Jim</b>	In-House					X	X	

## Actions to Address Audiences, continued

<b>Curriculum-based education program p. 43, con't.</b>									
<b>Action</b>	<b>Who?</b>	<b>Fund source</b>	<b>\$ est.</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>Future</b>
Visit schools, teachers and Districts to establish relationships	<b>Hugh Jim</b>	In-House		X					
Involve ed institutions/University (MOA, Coop. Agreements, etc)	<b>Hugh Jim</b>	In-House			X	X	X	X	
Adopt-a-school (Pilot School)	<b>Hugh Jim</b>						X		
Involve neighborhood Assoc	<b>Charlie</b>			X	X	X	X	X	
Create evaluation tool for curriculum-based education program	<b>Hugh Jim</b>					X			
Research distance learning	<b>Hugh Jim Partners</b>								X
		<b>Neighbors P. 46</b>							
<b>Action</b>	<b>Who?</b>	<b>Fund source</b>	<b>\$ est.</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>Future</b>



Explore giving students tickets for families	Charlie Hugh	In-House					X	X	
Explore options for providing expertise	Charlie Hugh	In-House					X	X	
Continue neighborhood off-sites	All staff	In-House/ Partners		X	X	X	X	X	
Continue special events	All staff	In-House/ Partners		X	X	X	X	X	
Explore extended hours	Charlie Laura Hugh	In-House		X					
Plan open house for neighbors	Charlie Hugh				X				
Develop site bulletin for Tattoos	Paul P. Charlie			X					
Consider trailhead waysides (Pending Wayside Plan)	Charlie Paul B. Hugh					X			
Explore creation of "Deputy Rangers" park watch program	Vince	In-House			X				
<b>Families p. 47</b>									
Disperse hands-on experiences	Hugh Scott					X			
Prepare goals for entire Junior Ranger program	Hugh Paul P.	In-House/ Challenge Cost Share		X					
Experiment with dispersing Jr. Ranger distribution	Hugh Paul P.	In-House			X				
Add Jr. Ranger materials to web	Hugh Jim	Tom Davies- PHSO					X		
Increase family interaction w/ Jr. Ranger program	Hugh Paul P.						X		
Design and build water battery Exhibit	Anna Scott	CBGN		X					
Design archeology exhibit	Anna Hugh	Fee Demo			X				
Restore earthworks	Anna Greg	Fee Demo			X				
Restore c. 1800 wooden cannon carriages	Anna Scott	Concession Fee			X				
Develop pretend or "role playing" experiences	Hugh Vince								
<b>Action</b>	<b>Who?</b>	<b>Fund source</b>	<b>\$ est.</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>Future</b>
Develop pre-K thru 7 Jr. Ranger Program	Hugh Paul P. Educ. advisors						X		

Offer flag talks as often as possible	All interp staff	In-House		X					
Develop children/family programs featuring artistic expression	Hugh						X		
Strengthen children's programs during special events	Hugh Staff			X	X				
Adapt Junior Ranger Program to Serve non-school organized Groups.						X			

## Actions to Address Research, Collections, Staffing

Action	Who?	Fund source	Sest.	FY03	FY04	FY05	FY06	FY07	Future
<b>Research and/or Collections, P. 49</b>									
Examine carrying capacity of site and impact of transportation alternatives tied to desired visitor experiences	Charlie Hugh	In-House/VSP		X	X				
Index and computerization of HARP (Hist Arch Res. Project)	Hugh Scott	Fee Demo				X			
Train staff to use computerized HARP	Scott contract	Fee Demo					X		
Make museum collections Accessible via web	Anna Jim	In-House			X				
Update MIDS annually	Hugh	In-House		X	X	X	X	X	
Coordinate visitor services project	Hugh	VSP		X					
<b>Staffing, P. 50</b>									
Rewrite funding for Education Specialist position	Charlie	OFS		X					
Request funding for Historian position	Charlie	OFS		X					
Request funding for Archivist position	Charlie	OFS		X					

## Actions Approved and Underway or Awaiting Funding (As of 11/02)

Action	Who?	FY03	FY04	FY05	FY06	FY07	Future
Rehab visitor center exhibits	Staff	X					
Rehab electric map	Staff	X					
Rehab visitor center model	Staff	X					
Install punch bowl in A Building	Anna/Greg	X					

Repair Rodman Gun Battery	Greg	X					
Design archeology exhibit	Anna/Staff HFC		X				
Restore earthworks	Greg		X				
Restore c. 1800 cannon carriages	Anna		X				
Index, scan, digitize HARP Collection	Anna/Hugh			X			

## Participants

Jerome Bird, Director of Education and Public Relations, Pride of Baltimore, Inc.  
 Joanne Blacoe, Interpretive Specialist, NPS Phila. Support Office  
 Bob Campbell, Chesapeake Bay Program Office  
 Clementine Carr, Curriculum Specialist/Social Studies, Baltimore City  
 Jeffrey Cook, Sr., Visitor Use Assistant, FOMC  
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 Meg Fielding, Member of the Board, Patriots of Ft. McHenry  
 Elizabeth Hoermann, Education Specialist, NPS Northeast Center for Education Services  
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Ron Thomson, Facilitator and Writer, Compass

The staff of Fort McHenry National Monument and Historic Shrine would like to extend their gratitude to the partners, neighbors, teachers, and friends who participated in the meetings to formulate this document. In particular we would like to thank the following NPS employees from the Northeast Regional office: Kathy Dilonardo, Joanne Blacoe, Elizabeth Hoermann, and Russ Smith for their urging, advice, and support during this process. Our thanks also to Ron Thompson who guided the meeting process, and produced the draft document.

# Appendix 1

## Highlights from the draft “Star-Spangled Banner National Historic Trail Study”

The War of 1812 is significant because it affected the international political framework and represents what many see as the definitive end of the American Revolution. By defending itself against the largest, most powerful navy in the world, the United States confirmed the legitimacy of the American Revolution, established clear boundaries between Canada and the U.S., set conditions for control of the Oregon Territory, and freed international trade from the constraints that had led to the war. In a time of bitterly divisive and partisan politics, the U.S. not only survived foreign invasion but also endured a crucial test of constitutional democratic government.

The events of the Chesapeake Campaign are “significant to American history because of their pivotal effect on the War of 1812 and their effect on far-reaching aspects of American society, including the nation’s identity.” More specifically, an all-out land and sea defense of Baltimore forced the withdrawal of the British from the Chesapeake region, a center of trade, commerce, and government during the 18th and 19th centuries and a target of British military strategy. Fort McHenry was a cornerstone of the successful defense. The campaign contributed to the expansion of American defenses and coastal fortifications and strengthened the nation’s international reputation. It also, however, exposed the military and economic vulnerability of a nation dependent on slavery and fueled sectional debates. The American victory contributed to the development of an American identity and inspired a surging spirit of nationalism that had not existed previously.

## Appendix 2

### Chesapeake Bay Goals

A Memorandum of Understanding (2001) between the Chesapeake Bay Program Office and Fort McHenry National Monument & Historic Shrine commits the park, as a Gateway site in the Chesapeake Bay Gateways Network, to...

Helping advance the goals of the Gateways Network by enhancing place-based interpretation and education about the Bay and its related resources to increase public awareness and promote individual stewardship of the Chesapeake Bay region, by facilitating access to the Bay and related resources, and by fostering conservation and restoration of the Bay.

Working to interpret the resources and stories associated with Fort McHenry through programs, exhibits, and materials which relate those resources to the Chesapeake Bay and relevant Gateways Network overarching, primary and sub-themes.

Operating Fort McHenry to provide appropriate public access for Bay-related natural, cultural, historical, recreational resources at the site, in accordance with sound resource management considerations.

Participating in physical or programmatic linkages with other existing or potential sites and routes in the Gateways Network that are geographically or thematically related.

Identifying and working to develop opportunities for involving volunteers in on-going resource restoration or conservation activities in order to build broader involvement in Bay conservation overall.

Encouraging low-impact use of natural, cultural, historical, and recreational resources associated with the park.

Promoting and interpreting conservation stewardship of Bay-related natural and cultural resources.

Displaying and maintaining the Gateways Network logo and signage in a prominent location at the park entry or primary visitor facilities.

Where appropriate, working to include the Gateways Network logo or graphics in brochures, maps, guides, interpretive exhibits, or signage.

Providing descriptive information on the site's resources and themes for inclusion within the Gateways network website and establishing a link to the Gateways Network home page.

# Appendix 3

## Programmatic Accessibility Guidelines for Interpretive Media

All new interpretive programming will be developed according to the "Guidelines for Interpretive Media" finalized in June 1996 by the Accessibility Task Force at the NPS's Harpers Ferry Center.

### Statement of Purpose

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access, which can be met in most situations. They articulate key areas of concern and note generally accepted solutions.

Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective and dependent on aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case-by-case basis. Nonetheless, the goal is to fully comply with NPS policy:

"...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."

NPS Special Directive 83-3, Accessibility for Disabled Persons

### Audiovisual Programs

Audiovisual programs include motion pictures, sound/slide programs, video programs, and oral history programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the installation area and the media format used and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

#### Guidelines Affecting Mobility-Impaired Visitors

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in an accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

#### Guidelines Affecting Visually-Impaired Visitors

1. Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

#### Guidelines Affecting Hearing-Impaired Visitors

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

#### Guidelines Affecting Learning-Impaired Visitors

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.

#### **Exhibits**

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill-suited for that purpose, they may incorporate large or unyielding specimens, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

#### Guidelines Affecting Mobility-Impaired Visitors

1. Exhibit space will be free of physical barriers, or a method of alternate accommodation shall be provided.
2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.



3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform with UFAS 4.8.
4. Important artifacts, labels, and graphics will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.
5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.
6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5).
7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)
8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.
9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30 inch clearance underneath. The width should be a minimum of 32 inches vertical, with additional space provided for cash registers or other equipment, as applicable.
10. Accessibility information about the specific park should be available at the information desk, and the international symbol of access will be displayed where access information is disseminated.
11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

#### Guidelines Affecting Visually-Impaired Visitors

1. Exhibit typography will be selected with readability and legibility in mind.
2. Characters and symbols shall contrast with their backgrounds - either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)
3. Tactile and participatory elements will be included where possible.
4. Audio description will be provided where applicable.
5. Signage will be provided to indicate accessible rest rooms, telephones, and elevators to rest rooms. (UFAS 4.30)

#### Guidelines Affecting Hearing-Impaired Visitors

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.
2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard-of-hearing.
3. Written text of all audio narrations will be provided.
4. All narrated AV programs will be captioned.
5. Allowance for Telecommunication Devices for the Deaf (TDD) will be included into information desk designs.

### Guidelines Affecting Learning-Impaired Visitors

1. Exhibits will avoid unnecessarily complex and confusing topics.
2. Graphic elements will be developed to communicate non-verbally.
3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.
4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.
5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.
6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

### **Historic Furnishings**

Historically refurnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. When surrounded by historic artifacts, visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same - to give the public as rich an interpretive experience as possible given the nature of the structure.

### Guidelines Affecting Mobility-Impaired Visitors

1. The exhibit space should be free of architectural barriers, or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run and conform with UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for the physically impaired.

#### Guidelines Affecting Visually-Impaired Visitors

1. Exhibit typefaces will be selected for readability and legibility and conform with good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

#### Guidelines Affecting Hearing-Impaired Visitors

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all AV programs relating to historic furnishings.

#### Guidelines Affecting Learning-Impaired Visitors

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

#### **Publications**

A variety of publications are offered to visitors ranging from park folders, which provide an overview and orientation to a park, to more comprehensive handbooks. Each park folder should give a brief description of services available to the disabled, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updateable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be in reasonably large type, 18 points or larger.

#### Guidelines Affecting Mobility-Impaired Visitors

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by the disabled.

#### Guidelines Affecting Visually-Impaired Visitors

1. Publications will be designed with the largest type size appropriate for the format.
2. Special publications designed for use by the visually impaired should be printed in 18-point type.

3. The information contained in the park folder should also be available on audio cassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

#### Guidelines Affecting Hearing-Impaired Visitors

1. Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

#### Guidelines Affecting Learning-Impaired Visitors

1. The park site bulletin should list any special services available to this group.

### **Wayside Exhibits**

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to disabled visitors. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret and not on themselves. A wayside exhibit is only one of the many interpretive tools which visitors can use to enhance their appreciation of a park.

#### Guidelines Affecting Mobility-Impaired Visitors

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28 inches.
3. Trailhead exhibits will include an accessibility advisory.
4. Wayside exhibits sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

#### Guidelines Affecting Visually-Impaired Visitors

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eye strain and glare and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.

4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.

5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

#### Guidelines Affecting Hearing-Impaired Visitors

1. Wayside exhibits will communicate visually and will rely heavily on graphics to interpret park resources.

2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

#### Guidelines Affecting Learning-Impaired Visitors

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.

2. Whenever possible, easy to understand graphics will be used to convey ideas rather than text alone.

3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.

4. Text will be concise and free of long paragraphs and wordy language.

# Appendix 4

## Briefing Paper on the Proposed Education/Administration Center

- Fort McHenry's 5,700 square foot visitor center was built in 1963 to accommodate 250,000 visitors annually. Current visitation is almost 700,000, and the building cannot meet the park's visitor service or administrative needs. Visitor service space in the building is approximately 3,600 square feet, and the auditorium seats seventy. In April and May only 50% of visiting school groups were able to see the primary interpretive AV program due to overcrowding. Exhibit areas are small and cramped, and the restrooms are not accessible. The current visitor center sits on the park's cultural landscape, and its removal would help restore the historic scene.

- Functions to be included in a new facility are visitor services and orientation, exhibits on the War of 1812 and Chesapeake Bay environment, a classroom, theaters, consolidated staff offices, a library, archival collection storage, conference rooms, and Patriots of Fort McHenry offices.

-The local delegation is supportive of the idea of a new facility, and Congressman Cardin has assigned a key staffer (Bailey Fine) to pursue site options. Congressman Cardin is particularly interested in the adjacent Army Corps of Engineers site. The five buildings and two docks on that site are currently in use, and the Corps has no plans to vacate the site. However, those functions are not tied to this location, and the Corps is willing to undertake a study (if funding is provided to them) to investigate potential future relocation.

- In 1998, the Southern States property just outside the fort entrance was purchased by the Netherlands-based C. Steinweg, Inc. On that property and just outside the park's entrance gate is a 30,000 square foot building, which has the potential to serve as a visitor services/administrative facility. Preliminary estimates to renovate that existing building are \$3-4 million, and would require a hazardous materials study. Estimates to remove the current visitor center in the park and rebuild are \$7-8 million. Discussions between Steinweg, the park, and our friends group (Patriots of Fort McHenry/Living Classrooms Foundation) regarding the building are ongoing.

-For an administrative boundary adjustment (not requiring legislation), Fort McHenry can only accept 2.2 acres based on our current acreage. The C. Steinweg property is on approximately 1 acre, and the Army Corps site is approximately 2.54 acres.

- A Development Concept Plan, Cultural Landscape Report, Alternative Transportation Plan, and Boundary Survey are needed to assess all site options for a new facility. Fort McHenry staff are working with the NER office staff to undertake an in-house boundary survey. A fundraising agreement and a capital campaign agreement were done with Patriots/Living Classrooms in 1998, and a feasibility survey and fundraising plan followed.

-The park is also working with Steinweg and the Maryland Port Administration to get Steinweg truck traffic off of Fort Avenue as it poses a safety risk to Fort McHenry visitors. Currently, Steinweg trucks cross Fort Avenue just outside the entrance gate as they travel between their weigh station and materials storage locations. Our hope is that Steinweg can be allowed to use an alternate route under Fort Avenue, which is on MPA property.

# Fort McHenry National Monument and Historic Shrine

## Interpretive Database

The documents are stored in variety of locations within the park. The following key identifies specific locations for items:

SC- Special Collections Files in park library  
 SO- Superintendent office  
 CRO- Chief Ranger Office  
 SPRO- Supervisory Park Ranger  
 PCF- Park Central Files  
 CRSO-Cultural Resource Specialist Office

For further information on Special Collections (SC), an entire listing is available on "The Guide to the Library" Intranet website: <http://librarypc/library/cfm/index.cfm>

- SC-06      **Cultural Resources Reports** document the establishment of Fort McHenry as a national park (1925) and renamed a national monument and historic shrine (1933).
- SC-22      **Archeological Reports** thirty-six investigative studies of the Fort 1958-Present.
- SC-06-084      **Seawall: Historic Structures Report; Administrative, Historical & Architectural data sections** (NPS, Susan Long & Sharon A. Brown, August 1986), 208 pp.
- SC-06-107      **Concept Plan for Facility Development & Landscape Treatment**, (NPS, 1988).
- SC-06-000/  
SO      **A Master Plan for Fort McHenry NM & HS** (NPS, 1969), 24 pp
- SC-06-067/  
SO      **A Master Plan for Fort McHenry NM & HS** (NPS, June 1968), 76 pp.
- SC-06-090/  
SO      **Amendment to the 1968 Master Plan & Environmental Assessment** (NPS, September 1988), 16 pp)
- SC-066      **History of Legislation Relating to Fort McHenry through the U.S. Congress 1912-1958**(Scott Sheads, Ed., 1997)

- |           |  |
|-----------|--|
| SO        | <b>Strategic Management Plan for Fort McHenry NM &amp; HS, Fiscal Year 2001-2005</b><br>(Superintendent Laura Joss, April 17, 2000)                      |
| SO        | <b>Annual Performance Plan for Fort McHenry NM &amp; HS, Fiscal Year 2001</b><br>(Superintendent L. Joss, March 9, 2001)                                 |
| CRO-SPRO  | <b>GPRA Visitor Satisfaction and Understanding Study (Multi Year)</b>  |
| SC-06-000 | <b>A History &amp; Compilation of Documents Relating to the 1814 Water Battery Project.</b> (Scott S. Sheads, October 18, 2002-DRAFT), 52 pp, maps, etc. |

## Wayside Exhibit Plan

- SC-06-076 **Fort McHenry Wayside Exhibit Plan** (NPS, March 20, 1981)

## Historical Research documents

- |           |  |
|-----------|--|
| SC-06-055 | <b>History of Fort McHenry as a National Monument and Historic Shrine [1933-1959]</b> (Harold I. Lessem and David A. Kimball, 1959),               |
| SC-06-043 | <b>The Star Fort, September 1814</b> (NPS, Dr. Richard Walsh, November 1958), 27 pp.   |
| SC-06-044 | <b>The Outworks of Fort McHenry, September 12-14, 1814</b> (NPS, S. Sidney Bradford, November 7, 1958), 94 pp                                      |
| SC-06-045 | <b>The Battle of Baltimore, September 12 through September 14, 1814</b> (NPS, Franklin P. Mullaly, November 7, 1958), 101 pp., maps, illustrations |
| SC-06-011 | <b>Star-Spangled Banner National Historic Trail: National Historic Trail Feasibility Study</b> (NPS-October 2002), 124 pp.                         |
| SC-06-000 | <b>Baltimore During the Civil War</b> (Scott S. Sheads & Daniel Toomey, Toomey Press , 1997)   |
| SC-031    | <b>The Star-Spangled Banner Restoration Project</b> , Co-Partnership with Smithsonian Institution, 1998-2003                                       |

## NPS Partnership Agreements

- SO Living Classrooms Foundation  
SO Pride of Baltimore II, Inc

## Development Concept Plan

Scheduled for completion 2004



## **Historic Furnishings Study**

- SC-06-000     **The 1806 Guardhouse: Historic Furnishings Report: A History & Summary of Documented Evidence** (NPS, Scott S. Sheads, Revised, February 18, 1999), 602 pp., maps, illustrations
- SC-06-000     **The U.S. Corps of Artillery: Captain Frederick Evans Company, September 1814 & The 1814 Enlisted Men's Barracks: A HFS** (NPS, Scott S. Sheads, 1998, Revised, November 22, 2001), 125 pp., maps, illustrations.
- SC-06-000     **The 1814 Powder Magazine: A History of Documented Furnishings** (NPS, Scott S. Sheads, June 1986, Revised October 21, 2001), 34 pp., illustrations
- SC-06-000     **The U.S. Corps of Artillery: Capt. Frederick Evans Company, September 1814 & The 1814 Enlisted Men's Barracks: A Historic Furnishings Study** (NPS, Scott Sheads, 1998, Revised November 22, 2001), 62 pp.

## **Annual Statement for Interpretation**

- PCF             **Full Document** April 1992
- PCF             **Amended Document** May 1993
- SC-031/  
SO             **Superintendent's Monthly and Annual Reports, 1931-2002**
- DO & RM6 Directors Orders for Interpretation Draft**  
                 Scheduled for Completion 2003
- SPRO           **"The Road Ahead" A Strategy for Interpretation and Education in the Northeast Field Area, 1997**
- SPRO           **Universal Guidelines for Accessibility**

## **Library Resources & Interpretive Development Programs**

**A Guide to the Fort McHenry Library** (NPS, Scott S. Sheads, Nancy Bramucii, Revised October 2002)

**Search Data-Bases- FOMC Library Intranet**

**The Battle of Baltimore, September 12-14, 1814: Soldiers, Citizens and Sailors of Maryland in the War of 1812** (Search Data Base, By Scott Sheads & Nancy Bramuci, 2001-02)

**Confederate Soldiers, Bushwackers, Spies, Pirates and Political Prisoners: Fort McHenry Military Prison During the Civil War, 1861-1865** (Search: Database: Scott Sheads & Nancy Bramucci, October 2002)

**SC-011      Biographical Files**

Svejda,      **History of The Star-Spangled Banner from 1814 to the Present** (NPS,  
George J.      February 1969)

### **List of Classified Structures found in CRSO office**

SC-06-066      **Fort McHenry Military Structures: Historic Structures Report, Part I** (  
George J. Sevejda, June 30, 1969), 83 pp.

CRSO-3199      **FOMC National Register Proposal Documentation**

### **Cultural Landscape Report**

SC-06-056      **Report on Fort McHenry: Statue of Orpheus** (NPS, George C. MacKenzie,  
October 28, 1959), 8 pp.

SC-060      **Northeast Boundary Wall: 1816-2002** (NPS, Scott Sheads, 1997),  
20 pp.

SC-068      **Land Records, 1783-2002**

SC-098      **Wetlands Project, 1998-2002**

SC-108      **Water Battery Reconstruction Project, 2002-2003** (Scott S. Sheads, October  
2002)

CRO      **Collections Management Plan, Volume 2 1996**

PCF      **Resource Management Plan**

CRO      **Archaeological Reports, 1999**

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### **Primary Sources:**

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